DOCUMENT RESUME

ED 337 378 SO 021 325

AUTHOR Adler, Emily Stier
TITLE A Proposal for a Course on the Sociology of Work and the Family. Working Paper No. 133.
INSTITUTION Wellesley Coll., Mass. Center for Research on Women.
SPONS AGENCY Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE 84
NOTE 12p.
AVAILABLE FROM Wellesley College, Center for Research on Women, Wellesley, MA 02181 ($4.00, plus postage).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Course Descriptions; Course Organization; *Curriculum Development; Employment; Family (Sociological Unit); *Feminism; Higher Education; Intellectual Disciplines; *Sociology
IDENTIFIERS *Sociology of the Family; *Sociology of Work

ABSTRACT

The task of transforming the undergraduate curriculum to reflect feminist concerns should involve a consideration of the way existing curricula are structured. This paper pursues the question of structure and considers two existing and separate courses: the sociology of work (or occupational sociology) and the sociology of the family. Alternative ways of structuring these courses are discussed, including one that would focus on the two spheres of life (work and family) together and the design of a course that has as its core the area where the spheres overlap. An outline for a course on work and families is presented and includes lists of readings for several different topics within the larger concepts. (DB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

EMILY
STIER ADLER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 021 325

The task of transforming the sociology curriculum can only be accomplished if in addition to including new knowledge and perspectives, existing information and perspectives are critically evaluated as well. One aspect of the existing curriculum that merits scrutiny is the way in which the information covered in the undergraduate curriculum is divided into various courses. It is important for feminist scholars to consider the consequences of the ways the existing curriculums are structured. Furthermore, we will need to examine alternative ways of structuring courses so that they will adequately reflect the experiences, perspectives and priorities of a population that is diverse in terms of gender, race, ethnicity, class, sexuality, age and so on. Focusing on course organization and structure can lead one to ask a variety of questions. One could, for example, ask what the implications of teaching separate courses in theory and research are. One could speculate on how a course on the sociology of <u>health</u> would compare to the more frequently encountered course in medical sociology. One could think about teaching a course on race <u>and</u> class rather than the more traditional courses -- one on "minority groups" and another on "social stratification".

This paper pursues one such question of structure, and considers two existing and separate courses: the sociology of work (or occupational sociology) and the sociology of the family.

The organization of courses in sociology departments follow closely the academic specialties that have evolved in the field. It is therefore understandable that two separate courses exist, one on work and one on families, just like the dozen or so other separate courses on social groups or institutions (i.e., the sociology of education, political sociology, sociology of religion). In addition, the purpose of studying each institution and group separately may be to make it possible for students to examine

each one in a relative isolation so that each one can be better understood, albeit in a simplified way. One could argue that there is another underlying reason for separating the subject matter of work from that of families in the undergraduate curriculum. It may be that while one course (on work and occupations) focuses on what is commonly considered the "top" or important sphere, the other (on families) focuses on one that is seen as much less important. As Peggy McIntosh has argued, our society as a whole has traditionally defined the world as a pyramid with the top consisting of the "public institutional life of nations, of governments, of militia, universities, churches and corporations" (1983, p. 5). "We are taught that civilization has a clear top and a clear bottom. The liberal arts curriculum has been particularly concerned with passing on to students the image of what the 'top' has been" (McIntosh 1983, p. 5). The world of paid work and the study of occupations, especially those defined as having great prestige, are clearly on the peaks and pinnacles. The world of the home and family is well below them. A sociology that does not challenge this world view and its priorities will be most comfortable drawing a line between the two social realities and studying work and family as distinct entities rather than focusing on the similarities between the spheres and their interconnections.

In addition to fostering the separate study of these two worlds, the pyramidal shape of patriarchal culture explains why, currently, occupational sociology is seen as a fairly prestigious specialty within the discipline and why family sociology is near the very bottom of the status hierarchy. Understanding the pyramidal social construct that, as McIntosh argues, influences our institutions, our behavior and our psyches (1983, p. 5) can also explain some of the omissions the content of the courses in both of these areas as they have traditionally been taught. Courses in the sociology

of work, for example, have rarely paid attention to unpaid work or to "emotion work". In addition, much more of the research in the field has been on the "professions" rather than the "semi-professions", or on blue or pink collar jobs. Courses on the family, on the other hand, have traditionally focused on the emotional relationships between members in a way that obscures the material relationships that exist within the unit and that are connected to social structures outside of it. Furthermore, the traditional value system makes it more understandable why more time is usually spent in family courses in analyzing the way the world of paid work effects families than is spent in occupational sociology courses focusing on the influence of families.

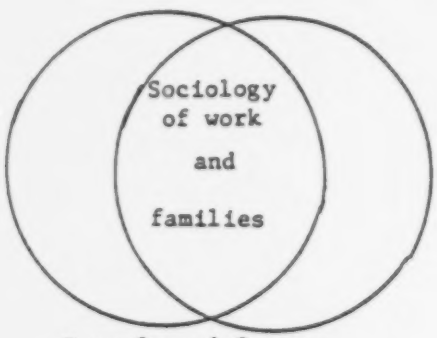
Dividing the study of two of the most central spheres of social life into two separate courses, one on work and one on the family, follows and reinforces our conceptualization of the differentness and distinction between these two aspects of life. A feminist "re-vision" of these two courses would not only challenge the paradigms used, re-evaluate the concepts presented, consider the different research methodologies and call for different pedagogy in teaching about families and work, it would search for an alternative organization of course structure.

A possible structural alternative is implicit in a course described by Nona Glazer (1983). Her semi-traditional course on Social Institutions: Focus on Unpaid Work allows one to bring the two spheres together. By using the unpaid/paid dimension as the organizing principal of the course, one can see the nature and extent of work in a variety of social settings, including the home. In her transformed course on social relations, A Political Economy Perspective on Unpaid Work, she presents an integrated view of the social world drawing on both feminist and marxian analyses to construct her framework.

Again one can consider the two spheres of life as they both are played out within an political/economic structure. Although Glazer does discuss types of work, including paid work, the emphasis in this course in on unpaid work.

Another approach would be to focus on the two spheres of life together and to design a course that has as its core the area of overlap visualized as follows:

Traditional Courses




Transformed Course.

A course on Work and Families (or Families and Work ) would, for example, allow the examination of both wage earning and unpaid work and an analysis of the emotional connections in both public and private spheres. Furthermore, balanced perspectives of both families and economic concerns can provide students with some core concepts and frameworks with which to build upon in later coursework. A course outline for an integrated course on work and families follows.

References:

Nona Glazer "What Does It Mean To Integrate? Issues For Feminist Theory?" distributed at Wellesley Mellon Seminar, November, 1983.

Peggy McIntosh, "Interactive Phases of Curricular Re-Vision A Feminist Perspective", Wellesley College Center for Research on Women (Working Paper No. 124), 1983.

## Course Outline
## Work and Families

I. Defining The Concepts

This introduction to the concepts of "work" and "family" focuses on the way the terms have been defined, the consequences of those definitions and alternative concepts and formulations.

Possible course readings/teacher preparation material:

1.) Jane Collier, Michelle Z. Rosaldo and Sylvia Yanagiasako. "Is There a Family?" in Rethinking The Family: Some Feminist Questions, edited by Thorne; Longman, 1982.

2.) Rayna Rapp. "Family and Class in Contemporary America" in Rethinking The Family (above).

3.) Isabel Sawhill. "Economic Perspectives on The Family" in The Family, edited by Rossi, Kagan and Hareven, W.W. Norton, 1978.

4.) Tamara Hareven. "Family Time and Historical Time" in The Family, (above).

5.) Alice Kessler-Harris. Women Have Always Worked; Feminist Press, 1981.

6.) Rachel Kahn-Hut, Arlene Kaplan Daniels and Richard Colvard. "Introduction: The Work Women Do" in Women and Work, Oxford, 1982.

7.) Jane Humpries. The Family in Political Thought, edited by Elshtain, University of MA Press, 1982.

8.) Rosalyn L. Feldberg and Evelyn Nakano Glenn. "Male and Female: Job Versus Gender Models in The Sociology of Work" in Women and Work, edited by Kahn-Hut, Daniels and Colvard, Oxford, 1982.

II. Home Work and Market Work: Systematic Segregation

In this section the division between these two spheres of life and the social, political and economic forces that have kept them separate over the past centuries are analyzed.

1.) Steve Dubnoff. "Gender, the Family and the Problem of Work Motivation in a Transition to Industrial Capitalism" Journal of Family History 4 (Summer, 1979): 121-136.

2.) Rose Laub Coser and Gerald Rokoff. "Women in The Occupational World: Social Disruption and Conflict" in Women and Work, edited by Kahn-Hut, Daniels and Colvard, Oxford, 1982.

3.) Rose Laub Coser. "Stay Home Little Sheba: On Placement, Displacement and Social Change" in Women and Work, edited by Kahn-Hut, Daniels and Colvard, Oxford, 1982.

4.) Joan Huber. "Toward A Sociotechnological Theory of the Women's Movement" in Women and Work (above).

5.) Barbara Epstein. "Industrialization and Femininity: A Case Study in Nineteeth Century New England" in Women and Work (above).

6.) Joseph Pleck. "The Work-Family Role System" in Women and Work (above).

7.) Louise Tilly and Joan Scott. Women, Work and Family, Holt, Rinehart and Winston, 1978.

III. Varieties of Family Experience

A brief look is taken at some of the diversity among households and families.

1.) Robert Staples. "The Black American Family" in Ethnic Families in America, edited by Mindel and Habenstein, Elsevier Publishing, 1981.

2.) M. Baca-Zinn. "Chicanas: Power and Control in the Domestic Sphere" De Colores 2 (Fall 1976):19-31.

3.) Amy Swerdlow, Renate Brideuthal, Joan Kelly and Phyllis Vine. Household and Kin, Families in Flux, Feminist Press, 1981.

4.) Lillian Rubin Worlds of Pain, Basic Books, 1976.

An alternative approach to this topic is to assign biographies and autobiographies (i.e. Maya Angelou's I Know Why The Caged Bird Sings).

IV. Familes and Socialization

This section covers the way in which children's early experiences prepare them for future roles, especially in terms of paid and unpaid work.

1.) Evelyn Goodenough Pitcher and Lynn Hickey Schultz. Boys and Girls at Play: The Development of Sex Roles, Praeger, 1983.

2.) Melvin Kohn and Carmi Schooler. Work and Personality, Ablex Publishing, 1983.

3.) Janet Lever. "Sex Differences in the Complexity of Children's Play and Games" American Sociological Review 43 (August, 1978): 471-483.

4.) Mary Frank Fox and Sharlene Hesse Biber, Ch. 3 in Women at Work, Mayfield Publishing, 1984.

V. Couple Relationships and Paid Work

The interrelationship between the couple bond and market work roles are explored among several kinds of couples. One kind of couple that is discussed in detail is the two career couple.

1.) Phillip Blumstein and Pepper Schwartz. American Couples, William Morrow and Company, 1983.

2.) Robert and Rhona Rapoport. Working Couples, Harper Colophon, 1978.

3.) Lena Wright Myers. "Black Women and Self-Esteem" in Another Voice, edited by Millman and Kanter, Anchor Books, 1975.

4.) Martha R. Fowlkes. Behind Every Successful Man, Wives of Medicine and Academe, Columbia University Press, 1980.

5.) Janet Hunt and Larry Hunt. "Dilemmas and Contradictions of Status: The Case of the Dual Career Family".

6.) Lane Gerber. "Married To Their Careers", Tavistock Publishers, 1983.

7.) Hanna Papaneck. "Men, Women and Work: Reflections on the Two-person Career" in Changing Women in a Changing Society, edited by Huber, University of Chicago Press, 1973.

8.) Larry Long. "Women's Labor Force Participation and the Residential Mobility of Families" in Women Working, edited by Stromberg and Harkess, Mayfield Publishing, 1978.

9.) Jeylan Mortimer. "Occupation-Family Linkages as Perceived by Men in the Early Stages of Managerial Careers" in Research in the Interweave of Social Roles: Women & Men, edited by Lopata, Glazer and Wittner, JAI Press, 1980.

VI. Household and Family Work and Social Interaction

The emotional interactions and the household work that goes on in families is discussed with particular attention paid to the homemaker role.

1.) Jesse Bernard. "Between Two Worlds: The Housewife" in Varieties of Work, edited by Stewart and Cantor, Sage, 1982.

2.) William Beer. Househusbands: Men and Housework in American Families, Praeger, 1983.

3.) Nona Glazer. "Housework: A Review Essay", Signs 1 (Summer: 1976): 905-922.

4.) Joann Vanek. "Housewives as Workers" in Women Working, edited by Stromberg and Harkess, Mayfield, 1978.

5.) Joan Toms Olson. "Role Conflict Between Housework and Child Care", Sociology of Work and Occupations 6 (Nov. 1979): 430-456.

6.) Joseph Pleck. "Husbands' and Wives' Family Work, Paid Work and Adjustment", Wellesley College Center for Research on Women, Working Paper No. 95 (1982).

7.) Pamela Fishman. "Interaction: The Work Women Do" in Women and Work, edited by Kahn-Hut Daniels and Colvard, Oxford University Press, 1982.

8.) Lillian Rubin. Intimate Strangers, Harper and Row, 1983.

VII. Workplace Experiences

A variety of issues facing women and men in selected occupations and in the laborforce in general are considered.

A) Selected Occupations

1.) Evelyn Nakano Glenn and Rosalyn Feldberg. "Degraded and Deskilled: The Proletarianization of Clerical Work" in Women and Work, edited by Kahn-Hut, Daniels and Colvard, Oxford, 1982.

2.) Patricia Gerald Bourne and Norma Juliet Wikler. "Commitment and The Cultural Mandate: Women in Medicine" in Women and Work.

3.) Pamela Roby. Women in The Workplace, Schenkman Publishing, 1981.

4.) Cynthia Fucus Epstein. "Ambiguity as Social Control: Women in Professional Elites" in Varieties of Work, edited by Stewart and Cantor, Sage, 1982.

5.) Marc L. Silver. "The Structure of Craft Work" in Varieties of Work, edited by Stewart and Cantor, Sage, 1982.

6.) Arlie Russell Hochschield. The Managed Heart: Commercialization of Human Feeling, University of California Press, 1983.

7.) Jane Lesserman. Men and Women in Medical School, Praeger, 1981.

B) Occupational Segregation and Discrimination

1.) John P. Ferdandez. Racism and Sexism in Corporate Life: Changing Values in American Business, D.C. Heath, 1981.

2.) Sally Hillsman and Bernard Levenson. "Job Opportunities of Black and White Working-Class Women" in Women Working, edited by Kahn-Hut, Daniels and Colvard, Oxford, 1982.

3.) Richard Levinson. "Sex Discrimination and Employment Practices: An Experiment with Unconventional Job Inquiries" in Women Working (above).

4.) Myra H. Strober. "The MBA: Same Passport to Success for Women and Men?", in Women and The Workplace, edited by Wallace, Auburn House, 1982.

5.) Julianne Malvaeux. "Moving Forward, Standing Still: Women in White Collar Jobs" in Women in The Workplace (above).

C) Organizational Structure

Rosabeth Moss Kanter. "The Impact of Hierarchical Structures on the Work Behavior of Women and Men", in Women Working, edited by Kahn-Hut, Daniels and Colvard, Oxford, 1982.

D) Life Cycle Issues

1.) Eileen Applebaum. Back To Work: Determinants of Womens' Successful Reentry, Auburn Publishing, 1981.

2.) Maximilliane Szinovacz. Womens' Retirement Policy Implications of Research, Sage, 1982.

VIII. Parenthood

This life experience is discussed from a variety of perspectives.

1.) Adrienne Rich. Of Woman Born: Motherhood as Experience and Institution, Norton, 1976.

2.) Carol Stack. All Our Kin: Strategies for Survival in the Black Community, Harper Colophon, 1974.

3.) Rosalind C. Barnett and Grace K. Baruch. "Multiple Roles and Well-Being: A Study of Mother of Preschool Age Children", Wellesley College Center for Research on Women, Working Paper No. 3 (1979).

4.) Oppenheimer, Valerie Kincade. Work and The Family: A Study in Social Demography, Academic Press, 1982.

5.) Pamela Daniels and Kathy Weingarten. Sooner or Later: The Timing of Parenthood in Adult Lives, Norton, 1983.

6.) Kristine M. Rosenthal and Harry F. Keshet. Fathers without Partners: A Study of Fathers and The Family After Separation, Rowman and Littlefield, 1981.

7.) Euluch Laucks. The Meaning of Children: Attitudes and Opinions, Westview Press, 1981.

8.) Doris Entwisle and Susan Doering. The First Birth: A Family Turning Point, Johns Hopkins Press, 1981.

9.) Greer L. Fox. The Childbearing Decision, Sage, 1981.

IX. Children and Work

How children are affected by and in turn influence adult work lives is analyzed. Attention is paid to the issue of child care.

1.) Graham Staives and Joseph Pleck. The Impact of Work Schedules on The Family, University of Michigan Press, 1983.

2.) Michelene Ridley Malson. "Black Womens' Sex Role Integration and Behavior: Reprot On Research in Progress", Wellesley College Center for Research on Women, Working Paper No. 87 (1981).

3.) Sheila Kamerman. Parenting in an Unresponsive Society: Managing Work and Family Life, Free Press, 1980.

4.) Sheila Kamerman and Cheryl Hayes. Families That Work: Children in A Changing World, National Academy Press, 1982.

5.) Marian Blum. The Day Care Dilemma, Lexington Books, 1982.